

Institutional approach:



Universität Innsbruck

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The University of Innsbruck was founded in 1669 and is one of Austria's oldest universities. Today, with over 28.000 students and 5.000 staff, it is western Austria's largest institution of higher education and research. **For further information visit: www.uibk.ac.at.**

Content

➤ introduction to the context

- framework Bologna process
- focussing on recognition
- structures and procedures

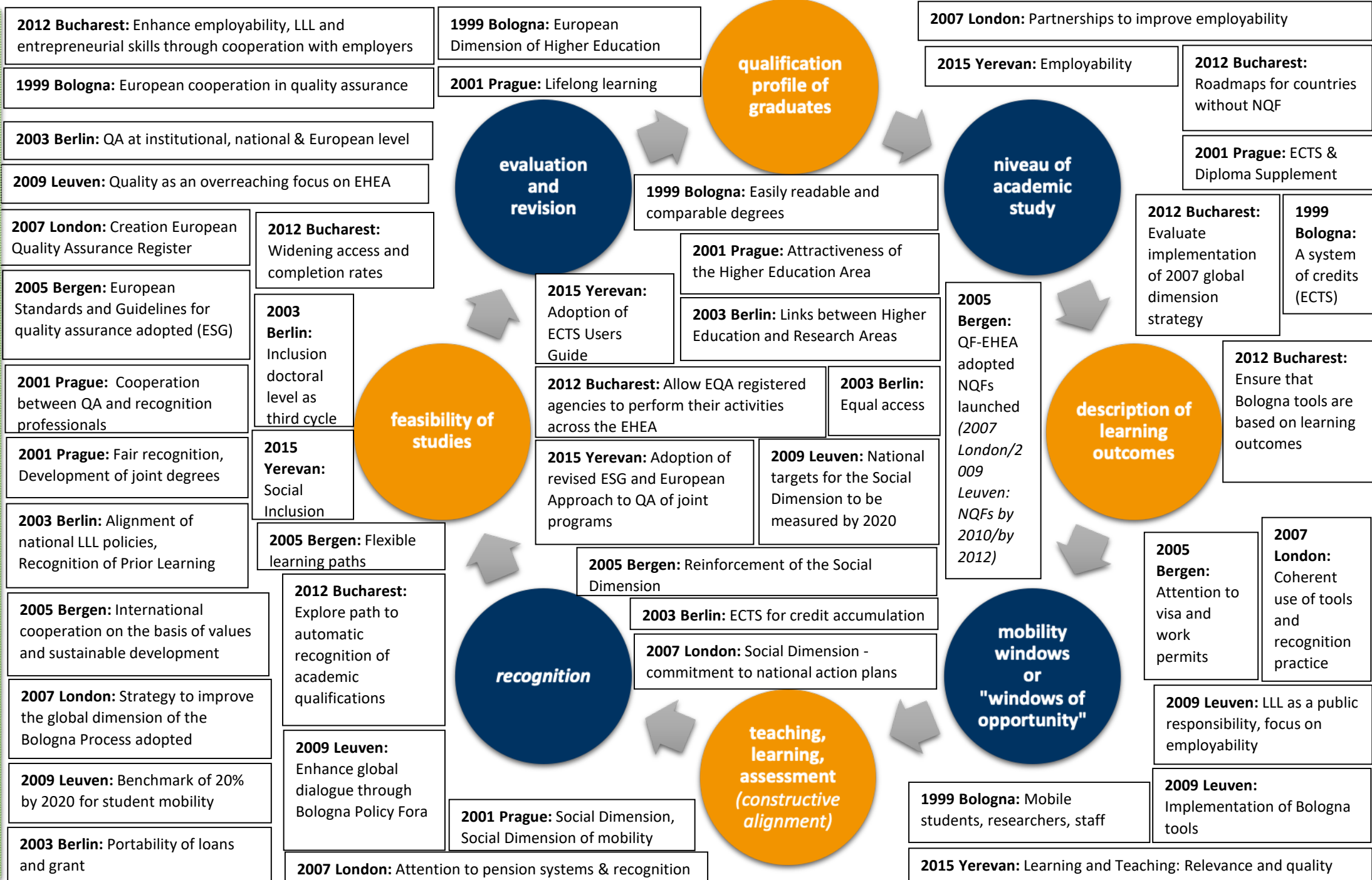
- consequences to curriculum development
- what/who is central?
- new or refine?



➤ pilot project “the third way”



LEARNING OUTCOME BASED
CURRICULUM DEVELOPMENT & DECLARATIONS/COMMUNIQUÉS
OF THE BOLOGNA PROCESS
1999 – 2015



What – who – is central?



Does this picture fit?

Institutional recognition practice

HEI's should develop a standard integrated admission policy

Fair

Appeal procedure

Non-discriminatory

Based on outcome

Outlining all steps of the procedure

Take into consideration

LRC + subsidiary texts

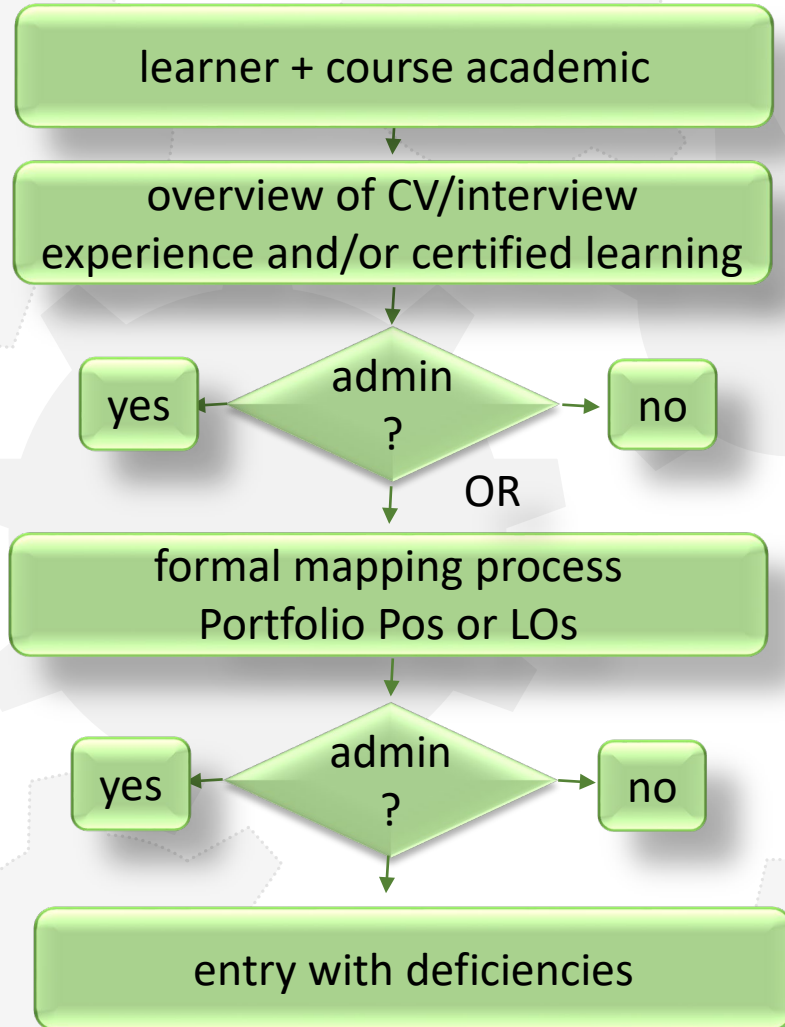
EAR-HEI manual

Differentiate between decision on

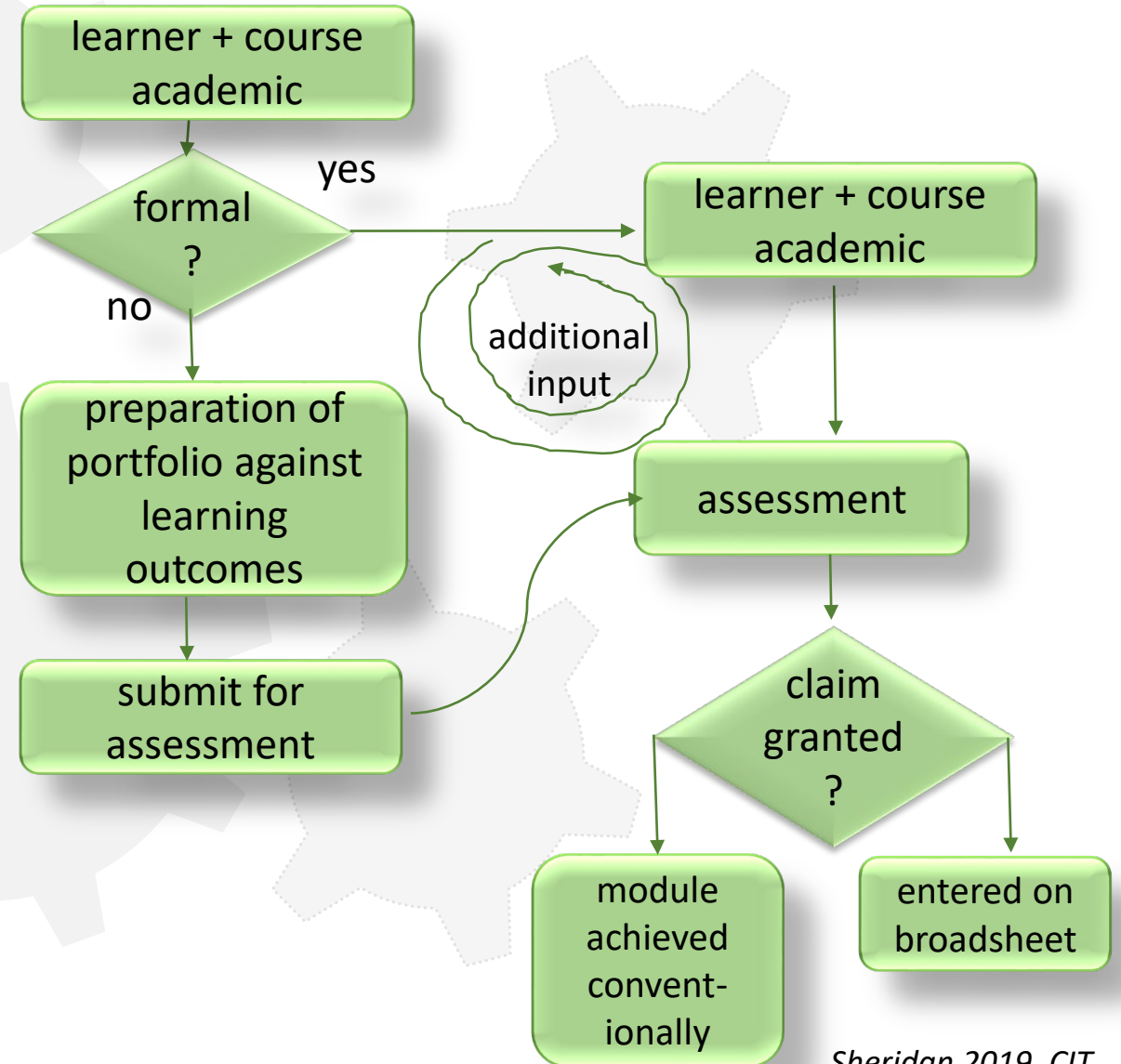
Recognition

Selection

Recognition for entry & advanced entry



Recognition for exemption / award



Sheridan 2019, CIT

Content

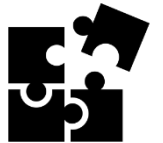
- introduction to the context
 - framework Bologna process
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 - consequences to curriculum development
 - what/who is central?
 - new or refine?

- **pilot project “the third way”** 

Outcome pilot project “The Third Way”

Using the example of the bachelor's **study program in pharmacy**, quality-assured “RPL” (Recognition of Prior Learning) **procedures** and **processes** are to be implemented, which (in addition to formal learning outcomes) **take non-formal and informal learning outcomes into account for**

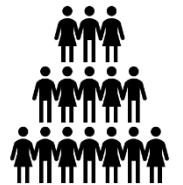
- **access** and
- **exemption.**



In addition, target group-appropriate **information** and **data management tools** are to be **developed** and **implemented.**



The entire (further) development will take place with the **broad involvement of all target groups.**



project proposal, 2019

The pilot project „The Third Way“ recognises that...

- linear life models no longer fit diverse & heterogeneous society
- success, transfer and progression is central to „LLL“
- learning needs and learning environments are dynamic and changing
- equity of access & appreciation of learning outcomes contribute to societal wellbeing

The pilot project...



- offers chances and benefit for learners and Higher Education Institutions
- contributes to the prosperous development of society
- lives & speaks the language of learning outcomes
- brings people/learner into focus

based on Sheridan 2019, CIT

Work packages (WP) „The Third Way“

WP 1: Management & Dissemination

WP 2: Procedures & Processes



new part of the statutes (study regulations): validation

WP 3: (Blanket) Recognition

WP 4: Training

WP 5: Information generation and processing of information

project proposal 2019

WP 1: Management & Dissemination

Project management and project coordination are responsible

- to achieve the **project goals**,
- for monitoring the project progress including **risk-** and **quality management**,
- for reporting and dissemination of the project results.

Matrix project structure

The matrix project structure means, that the **employees are always active in the main organization and function.**

Advisory Council

In **order to prevent** possible **conflicting** objectives, an advisory board is provided to the project

Target Groups (TG)

In the sense of a **participatory communication strategy**, target groups are involved at the **relevant points**

WP 1 Goals

Organization (including meetings & events) and **implementation of the project** in compliance with the objectives, the budget and the time frame. **Dissemination** of the project results.

project proposal 2019

WP 2: Procedures & Processes

Valid procedures and processes for the recognition of non-formal and informal learning outcomes **already exist**.

Existing expertise is used to **identify, modify and implement** procedures and processes, which are able to meet national, institutional, technical and disciplinary (quality) requirements.

→ **Based on this, a new constituent part of the statutes (validation) must be created, discussed and approved (with and through the senate)**

Taking into account the matrix structure and organization of the project WP 2 is **initiated “top-down”**, but the **implementation will work “bottom-up”** (participative strategy).

WP 2 Goals

Identification, modification, implementation and evaluation of suitable procedures and processes

PDCA cycle

Towards the end of the project, the implemented **procedures and processes will be analyzed** for their **applicability** and, if necessary, further **developed**.

WP 3: (Blanket) Recognition

Together with specific target groups

- **learning outcomes**
- qualifications or job **profiles** (e.g. NQF)

are **examined**, which are suitable **for recognition / crediting** in terms of their descriptions.



focusing on non-formal learning outcomes (as a first step)

WP 3 Goals

Identification, analysis and description (information preparation) **for recognition** and recognition of suitable learning outcomes.

Development of **requirements** and **criteria catalogs** and corresponding forms.

PDCA cycle

The procedures and processes implemented in the operations of the pilot study program are **reviewed** and, if the legal framework is successful, released for **university-wide implementation**.

The project results will probably make it necessary to **revise curricula**.

project proposal 2019

WP 4: Training

In the course of at least one **peer learning activity** (involving external (inter-) national expertise) it is initially clarified

- which **requirements** the implementation of the “Third Way” special target groups entails
- which **training courses** are necessary for which group of people.

WP 4 Goals

Identification of the requirements for (scientific and general) **personnel and training needs**
start training

PDCA cycle

Additional competencies are built up for administrative and academic staff. It will be checked, to what extent these are **relevant for the existing job-descriptions** (salary).



project proposal 2019

WP 5: Information generation and processing of information

The literature shows, that an essential factor for a successful implementation of the “Third Way” will be the preparation and **distribution of information appropriate for the target groups.**

As part of WP 5, **information** is prepared and **made available** for specific target groups. (homepage - FAQ, social media, handouts, forms, database, etc.).

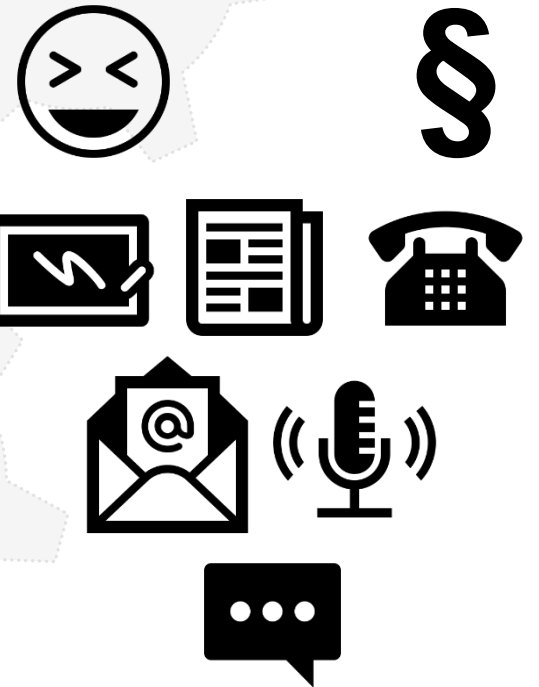
WP 5 Goals

Reduction of (unfounded) **resentments** (awareness of the topic)

Adequate processing of information for target groups

PDCA cycle

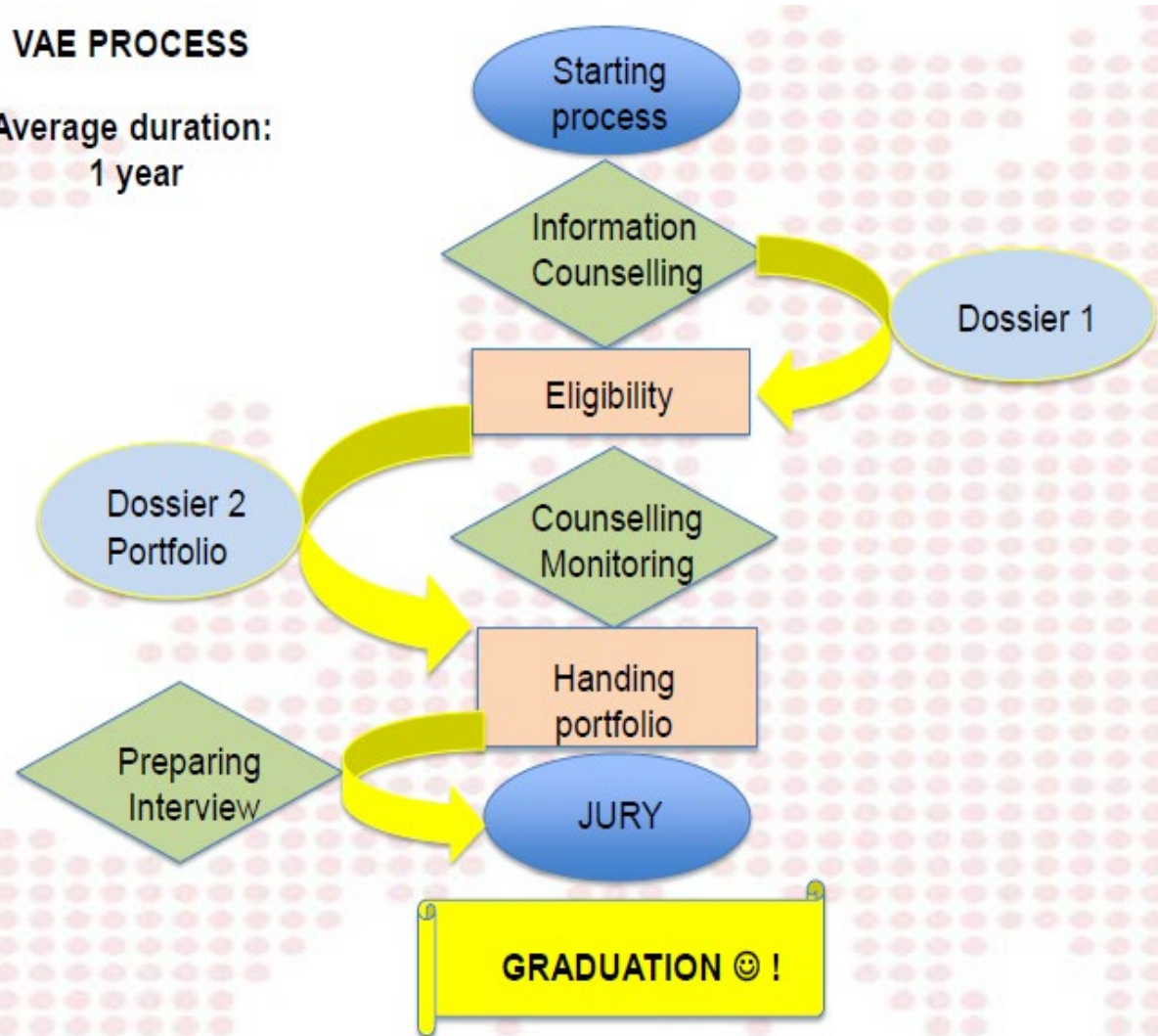
The implementation of a **self-assessment tool** for learners/potential students will follow the project.



project proposal 2019

VAE PROCESS

Average duration:
1 year



source: Country Experience France, ERPL network meeting 10/2013, S. Bonichon, Expert de Bologne

Facts & Figures France

full diploma 4300
part of diploma 2400

age of candidates

< 30 6,4%
30-39 36,8%
40-49 39,7%
> 50 17,1%

employment situation

job seeker 14,2%
unemployed 0,6%
employed 85,2%

managers among employed 45%

source: Statistical Data 2011, Ministry of Higher Education & Research, France

Thank you for your attention!



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Collection of further sources

SUBSTANTIAL DIFFERENCE

Explanation of substantial differences

The concept of substantial differences is one of the key features of the Lisbon Recognition Convention and is described as follows: “Foreign qualifications shall be recognised unless there is a substantial difference between the foreign qualification for which recognition is sought and the corresponding qualification of the host country”. By focusing on the five key elements that together make up a qualification (level, workload, quality, profile and learning outcomes) and by taking substantial differences into account, competent recognition authorities have transformed their approach from expecting foreign qualifications to be almost exactly the same as those offered in their own countries, to focusing on “Recognition” by accepting nonsubstantial differences.

Definition of substantial differences

Substantial differences are differences between the foreign qualification and the national qualification that are so significant, that they would most likely prevent the applicant from succeeding in the desired activity such as further study, research activities or employment.

The burden of proof of a substantial difference lies with the competent recognition authority of the host country and the accompanying guidelines are as follows:

not every difference should be considered to be “substantial”;

the existence of a substantial difference entails no obligation to deny recognition to the foreign qualification;

the difference should be substantial in relation to the function of the qualification and the purpose for which recognition is sought.

Interpretation of substantial differences

Differences in attitudes to recognition and to the interpretation of substantial differences persist. The ENIC and NARIC Networks promote flexible attitudes and to move away from rigid and legalistic interpretations.

The interpretation of substantial differences is very much linked to the overall outcome of a qualification, programme and/or programme components, since this determines whether the applicant has been prepared sufficiently for the desired activity. A difference that is only related to input criteria (such as workload and structure of the programme) is not likely to have a direct effect on the abilities of the applicant, and should therefore not be considered automatically as a substantial difference.

Council recommendation on validation of non-formal and informal learning *(keypoints)*

- ✓ **arrangements are linked to National Qualification Framework/European Qualification Framework**
- ✓ **information and guidance is to be provided**
- ✓ **validation of non-formal and informal learning is easily accessible**
- ✓ **transparent quality assurance supports the process**
- ✓ **validation professionals are offered relevant training**
- ✓ **qualifications acquired via non-formal or informal learning outcomes meet the (formal) standards**
- ✓ **tools (e.g. ECTS-Credits) are in synergy with validation process**

Council 2012, recommendation on validation

Council recommendation on validation of non-formal and informal learning (*keypoints*)

Validation means a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following distinct phases:

- **IDENTIFICATION** through dialogue of particular experiences of an individual
- **DOCUMENTATION** to make visible the individual's experiences
- a formal **ASSESSMENT** of these experiences and
- **CERTIFICATION** of the results of the assessment which may lead to a partial or full qualification

recognition of prior learning means the validation of learning outcomes, whether from formal education or non-formal or informal learning, acquired before requesting validation.

Council 2012, recommendation on validation